

AchieveNJ: Principal Evaluation and Support in 2013–14

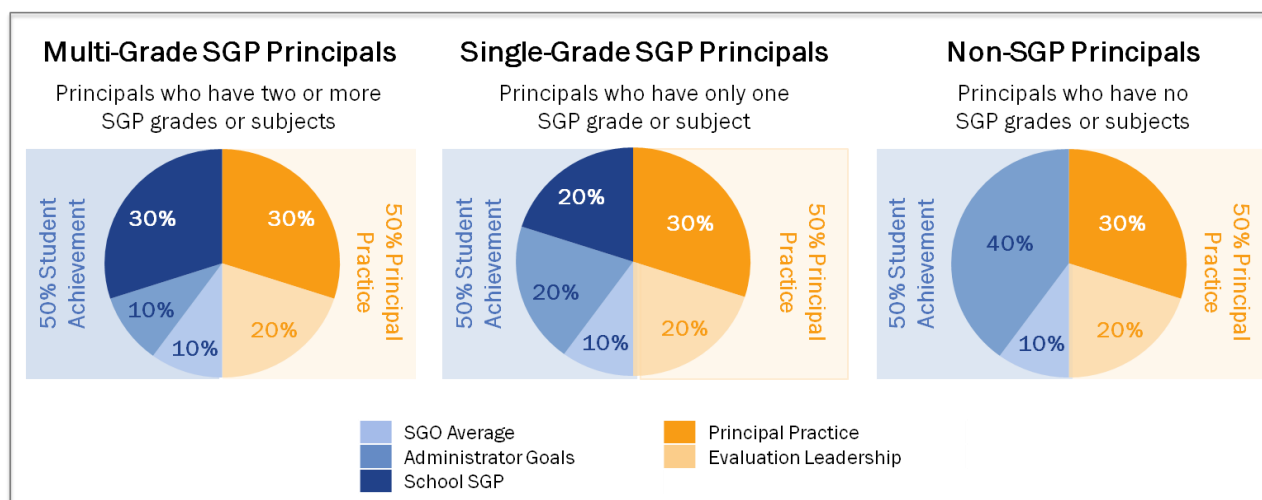
Why a New Evaluation and Support System?

School leaders can have an enormous impact on teaching and learning in our schools. All New Jersey students deserve to attend high-quality schools led by great principals, and all New Jersey principals deserve meaningful opportunities for growth. In 2012, the New Jersey Legislature unanimously passed a law (TEACHNJ) requiring implementation of new educator evaluation systems starting in the 2013–14 school year. Improving principal and teacher evaluations simultaneously ensures that New Jersey schools are taking a comprehensive approach to raising achievement.

AchieveNJ is designed to recognize those who excel, identify those who need additional support, and provide meaningful feedback and professional development to help all principals become great school leaders. The system was created by New Jersey educators for New Jersey educators. An Evaluation Pilot Advisory Committee, formed in 2010 and made up largely of educators, helped guide 30 New Jersey school districts in piloting new evaluation systems over the past two years. Lessons learned from these pilots, emerging research around evaluation, and ongoing outreach to educators shaped the new statewide initiative.

Multiple Measures of Principal Practice and Student Achievement

AchieveNJ relies on multiple measures of performance to evaluate principals. These measures include components of both student achievement and principal practice. All principals, vice principals, and assistant principals are rated on the multiple measures of effectiveness displayed in the chart below (weights in each chart vary according the number of tested grades and subjects in a school):



*The above weights apply to principals for the 2013–14 school year; further guidance on weights for vice principals and assistant principals is forthcoming.

Student Achievement

- **Student Growth Objective (SGO) Average:** 10 percent of a principal's summative rating is based on the average teacher SGO score in their school. SGOs are measurable academic goals that teachers set for their students based on growth and achievement.
- **Administrator Goals:** The percent of a principal's summative rating based on Administrator Goals is either 10, 20 or 40 percent depending on whether the principal is a Multi-Grade SGP Principal, a Single Grade SGP Principal or a Non-SGP Principal. The principal sets these goals, such as increasing scores on Advanced Placement tests or improving graduation rate, with his or her superintendent.
- **School Student Growth Percentile (SGP):** Some principals have schoolwide SGP data. SGPs are state-calculated scores that measure a principal's ability to help increase student achievement on the NJ ASK. For Multi-Grade SGP Principals, this measure counts for 30 percent of their summative rating. For Single-Grade SGP Principals, this measure counts for 20 percent.

Principal Practice

- **Principal Practice:** 30 percent of a principal's overall evaluation is based on observations of a principal's practice by his or her superintendent. These might involve a school walk-through, staff meetings, parent conferences, or other significant school events.
 - **Non-tenured principals** are required to have at least three observations a year.
 - **Tenured principals** are required to have at least two observations per year.
 - **Corrective Action Plans:** principals who receive an Ineffective or Partially Effective rating go on a Corrective Action Plan. These principals, assistant principals, and vice principals must have one additional observation per year.
- **Evaluation Leadership:** 20 percent is based on a Leadership rubric. In 2013–14 the rubric measures how well the principal implements the new teacher evaluation system in his or her school. The rubric includes the following domains and components:

Domain 1: Building Knowledge and Collaboration	Domain 2: Executing the Evaluation System Successfully
Component 1a: Preparing teachers for success	Component 2a: Fulfilling requirements of the evaluation system
Component 1b: Building collaboration	Component 2b: Providing feedback, coaching, and planning for growth
	Component 2c: Ensuring reliable, valid observation results
	Component 2d: Ensuring high-quality SGOs

Professional Development and Support

Throughout the **AchieveNJ** initiative, there are multiple structures in place to support and develop principals.

Improved Evaluation Linked to Professional Development: The most significant impact on professional development will come directly from the new evaluation system. An increased number of conferences (goal-setting, pre-/post-observation) will provide school leaders with an increased number of opportunities to engage in high-quality professional conversations. Additionally, student achievement scores based on student growth will give them a more accurate idea of their impact. Ultimately, all information and data that are gathered through the new system at both the educator and student levels will help leaders tailor professional development to improve their own practice, as well as to better meet their staff's needs.

Corrective Action Plan (CAP): Any principal, assistant principal, or vice principal who is rated Ineffective or Partially Effective on his or her evaluation will receive additional support through a CAP. The CAP will include timelines for corrective action and clearly delineate responsibilities of the principal versus the district in implementing the plan.

Summative Rating

This overall evaluation score combines the multiple measures of principal practice and student growth. All New Jersey principals earn one of four ratings: Highly Effective, Effective, Partially Effective, or Ineffective. To maintain tenure, all principals (regardless of hire date) have to continue to earn a rating of Effective or Highly Effective.

The Opportunity

After many years of research and piloting, we are moving as a state from compliance-based, low-impact, and mostly perfunctory evaluations to focus on educators as career professionals who receive meaningful feedback and opportunities for growth. Principals play a major role in shaping their evaluations — and those of all of their teachers — by serving as instructional leaders and maintaining a culture of learning and collaboration. Decisions on the weighting and composition of components in school leader evaluations will be revisited annually.

You can learn more about the new system and share your feedback by:

- Contacting your district administration and District Evaluation Advisory Committee.
- Visiting the **AchieveNJ** website at www.nj.gov/education/AchieveNJ. E-mailing educatorevaluation@doe.state.nj.us or calling the **AchieveNJ** Help Line at 609-777-3788.